

# Education Research

## Theme and Level

**Theme:** Research Options

**Level:** Looking Deeper

## At a Glance

Students research the preparation requirements for occupations of interest.

**Time:** 75 minutes.

## Essential Questions

- What are the preparation requirements of occupations that interest me?

## Preparation

- Arrange for two to three college representatives to attend the first 30 minutes of class
- Secure computer lab with overhead projector enabled with CIS access
- Make copies of the *Education Research Worksheet*, one per student

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with the programs, schools, and entrance requirements associated with careers that interest them.
2. Introduce the speakers. Tell students that these speakers will discuss their schools' admission requirements and programs, and students will be free to ask questions at the conclusion of their presentations. Upon completion of this presentation, students will have an enlightened awareness of the similarities and differences among admissions requirements and academics at two higher education institutions.
3. Provide 30-40 minutes for the school representatives' combined presentation, encouraging student questions and discussion.
4. Tell students that the remainder of this lesson will involve investigating six programs of study and potentially twelve schools they might consider in a table that explores the similarities and differences of the preparation requirements. Upon completion of this activity, students will be able to compare graphically and contrast the options for formal preparation requirements for three occupations.
5. Show PPT Slide 2. Distribute the *Education Research Worksheet* and review the instructions. Instruct students carefully select their occupations of interest for this exercise. Demonstrate the compare feature in CIS Schools.
6. Provide 25 minutes for this process.
7. Show PPT Slide 3. Discuss student findings.
  - What surprised you?
  - What did you learn about admission requirements at schools that interest you?
  - What new high school courses might you consider taking?
  - What did you learn about yourself?
8. Show PPT Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *Education Research Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Research Options section of Career Plan.

## Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- To shorten the time required, you could assign students to complete the worksheet as a homework assignment.
- Students could make illustrations about these six programs or the schools and their admission requirements to hang in the classroom.

## Assessment

Use the *Education Research Worksheet* to evaluate student work.

## Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Research Options section of Career Plan. The following boxes need to be completed: *What are the preparation requirements of occupations that interest you?* and *What occupations interest you now?*

## Materials

Computer lab with overhead projector and CIS access

[Education Research \(PPTX\)](#)

[Education Research Scoring Guide \(PDF\)](#)

[Education Research Scoring Guide \(DOCX\)](#)

[Education Research \(PDF\)](#)

[Education Research \(DOCX\)](#)

## Goals and Standards

### *Common Core State Standards*

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

### *National Career Development Guidelines*

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### *American School Counselor Association*

- Academic Development, Career Development

*Bloom's Taxonomy:* Understanding, Analyzing, Evaluating

*American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

[Mindset Standards](#)

- Self-Confidence in Ability to Succeed
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills